# *LineUp With Math*™ Alignment
## Essential Academic Learning Requirements
## And Grade Level Expectations

### EALR 1: The student understands and applies the concepts and procedures of mathematics.

#### Component 1.1: Understand and apply concepts and procedures from number sense.

**NUMBERS AND NUMERATION**

***GLE 1.1.4 Understand the concepts of ratio and percent.***

| **Evidences of Learning** | ***LineUp With Math*™ Activities** |
|---|---|
| ▪ Represent equivalent percentages using objects, pictures, and symbols. | --Use an interactive simulator plus calculation worksheets to apply proportional reasoning to identify and resolve distance, rate, time conflicts in air traffic control.<br><br>--Use percent relationships to resolve distance, rate, time conflicts in air traffic control. |

### EALR 2: The student uses mathematics to define and solve problems.

#### Component 2.1: Understand problems.

***GLE 2.1.1 Analyze a situation to define a problem.***

| **Evidences of Learning** | ***LineUp With Math*™ Activities** |
|---|---|
| ▪ Define the problem. | --Use an interactive simulator plus calculation worksheets to model and resolve air traffic control conflicts. |

#### Component 2.2: Apply strategies to construct solutions.

***GLE 2.2.1 Apply strategies, concepts, and procedures to devise a plan to solve the problem.***

| **Evidences of Learning** | ***LineUp With Math*™ Activities** |
|---|---|
| ▪ Select and apply appropriate mathematical tools for a situation. | --Choose and apply a variety of strategies to optimize the solution of air traffic control conflicts. |

***GLE 2.2.2 Apply mathematical tools to solve the problem.***

| **Evidences of Learning** | ***LineUp With Math*™ Activities** |
|---|---|
| ▪ Implement the plan devised to solve the problem. | --Use an interactive simulator plus calculation worksheets to model and resolve air traffic control conflicts. |
| ▪ Check the solution to see if it works. | --Apply mathematics to solving distance, rate, and time problems for aircraft conflict scenarios. |

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| **EALR 3: The student uses mathematical reasoning.** | |
| **Component 3.2: Make predictions, inferences, conjectures, and draw conclusions.** | |
| ***GLE 3.2.1 Apply prediction and inference skills to make or evaluate conjectures.*** | |
| **Evidences of Learning** | ***LineUp With Math™* Activities**<br><br>--Predict and resolve aircraft conflicts and explain results of mathematical calculations and simulations. |
| **EALR 5: The student understands how mathematical ideas connect within mathematics, to other subject areas, and to real-life situations.** | |
| **Component 5.3: Relate mathematical concepts procedures to real-world situations.** | |
| ***GLE 5.3.1 Understand that mathematics is used in daily life and extensively outside the classroom.*** | |
| **Evidences of Learning** | ***LineUp With Math™* Activities**<br><br>--Apply mathematics to solving distance, rate, and time problems for aircraft conflict scenarios. |
| ***GLE 5.3.2 Understand that mathematics is used within many occupations or careers.*** | |
| **Evidences of Learning**<br><br>▪ Identify where in a particular career mathematics is used. | ***LineUp With Math™* Activities**<br><br>--Apply mathematics to solving distance, rate, and time problems for aircraft conflict scenarios. |